|  | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** |
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| **Week 1WeeWWeek** | **Cultural Diversity Introduction** | **Cultural Diversity Introduction** | **Relate Cultural Diversity** | **Introduce Native American Culture** | **Introduce Stereotypes** |
| * Explain cultural diversity * Cultural Diversity Magazine Activity * Peer Share Magazine Activity   RI.9-10.4 | * Review what cultural diversity is- lead short class discussion * YouTube Photoshop video <https://www.youtube.com/watch?v=RT9FmDBrewA> * How does the idea of beauty change across cultures * Quick-write over video   SL.9-10.5 | * Review Culture diversity and incorporate the idea of beauty- how does that affect peoples own perception of themselves * Discuss Ferguson MO. Situation- has someone’s culture played a role in what happened-both black and white. (make it relevant)- Reactions over: <http://rebloggy.com/post/art-black-racism-african-event-africa-pregnant-american-america-violence-black-p/85124374474> * <http://en.wikipedia.org/wiki/Post-black_art#mediaviewer/File:Rashid_Johnson_I_talk_white.jpg>   SL.9-10.5 | * How does the lack of cultural diversity affect ones future? Quickwrite and reflection * Segway into the lack of cultural diversity of the Native American Community * Gallery walk over Native American History- have students write down key points and then reflection at the end * Reaction to the lack of Native American culture in American society- out of everything learned during gallery walk, what made the most impact? * Analyze Native American Pictures   W.9-10.2f | * Listen to Native America Music * <https://www.youtube.com/watch?v=jsfdv0ebsNA> * Introduce stereotypes and how they are shaped through a lack of cultural acceptance * Group discussion over stereotypes   SL.9-10.5  RI.9-10.4 |
| **Week 2** | **Stereotypes** | **Introduce *The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian* & Get to know Sherman Alexie** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian* & *Daredevil*** |
| * Review cultural diversity and link it stereotypes * Discuss stereotypes of todays society * Watch a clip of Pocahontas and find stereotypes within the clip * Popcorn read the true story of Pocahontas * Quickwrite- how have stereotypes and lack of diversity effected the real story?   RI.9-10.4  RH.9-10.9 | * Analyze picture from A.T.D. <http://book-rain.com/2011/04/15/the-absolutely-true-diary-of-a-part-time-indian-by-sherman-alexie/> * Show trailer from book <http://www.bing.com/videos/search?q=absolutely+true+diary+of+a+part-time+indian&FORM=VIRE1#view=detail&mid=A35FC2F5F6B49008E358A35FC2F5F6B49008E358> * Prediction: have students write and then discuss their predictions for the book. What will happen, what do you want to happen?   SL.9-10.5 | * Read exciting excerpt fro the story- book share- to get students attention- Read Aloud * Lastly, introduce book * Introduce Sherman Alexie with info PowerPoint * Video of 10 Questions for Sherman Alexie <https://www.youtube.com/watch?v=ez23fpB7zVc>   RI.9-10.7 | * Chapter 1-3 A.T.D. * Summary Worksheet * Goin Native the American Indian Comedy Slam[*https://www.youtube.com/watch?v=8Bp5BAJfk4Q-*](https://www.youtube.com/watch?v=8Bp5BAJfk4Q-) *Stereotypes and diversity* * Closing: Read *Daredevil* by Sherman Alexie   RL.9-10.2 | * Opening: Read *Daredevil* again * Analyze text using TPFAST * Favorite part from first 3 chapters- share with group * Double Entry Journal   RL.9-10.2 |
| **Week 3** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian*** | **Personal Culture** |
| * Chapter 5-7 * Spokane Tribe Gallery Walk * Each students create a question from the info learned on Gallery walk and then take “class quiz” * How has associating with the Spokane Tribe and the white community affected Arnold/Jr.   RI.9-10.10 | * Chapter 8-9 * Review the affects the cultural clash between the Spokane tribe and Arnolds “white” school has on him * Just like Arnold draws pictures to represent his culture and attitudes- have students draw a picture to represent themselves   RL.9-10.6 | * Have each students present their picture to the class- use this time to reinforce cultural acceptance * About 1/3 of the way done- have students choose important scenes that influence cultures acceptance/class of cultures- how does this affect the characters- save notes for Thursday   SL.9-10.4 | * Chapter 10-14 * Have students reflect on their predictions for the novel- were they correct, incorrect or still not sure- do quick-write * Revise prediction, or make new prediction based off of information from the novel * Share predictions in group * Have students create one question they want answered- these questions will be collected by me and asked aloud to the class at the end of the novel- we can reflect to see if the questions were answered   RH.9-10.3 | * Encourage students to think about their own culture- have them bring artifact to the next class * Analyze artwork: William Pen’s Treaty with the Indians <http://clements.umich.edu/exhibits/online/american-encounters/case4/case.jpg> * Double entry journal   RI.9-10.9 |
| **Week 4** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian*** | **Get to know Sherman Alexie** |
| * Chapter 14-17 * Have Student present their artifacts * Have students group up- each group decide an artifact that Arnold would present- share with class * Quick-write- what was one artifact shared that intrigued you and why? * Introduce the term “Identity”   RI.9-10.4  SL.9-10.4 | * Pop quiz! * Explain Symbols in literature * Pass out a picture/representing a symbol from the novel ex. Alcohol- have the students get into partners and discuss what they believe what that symbol means * Then have the students work independently and write a one pager as to how that symbol affects Juniors identity   RST.9-10.4 | * *Chapter 17-20* * Review Symbols and their importance in Literature * Analyze the quote "If you let people into your life a little bit, they can be pretty damn amazing" (17.134). * Have students quick write whether this is universal or only pertains to Junior, why would this be important to him?   RL.9-10.2 | * *Chapter 20-22* * Analyze Sherman Alexi’s Poem “Crow Testament” <http://www.poemhunter.com/poem/crow-testament/> * Lead class discussion over similarities and differences between the poem and his novel * Have students construct a contrasting map as a literature circle- provide example.   RH.9-10.9 | * Play Spokane Tribe Music https://www.youtube.com/watch?v=mY\_40eOWOhM * Quick-write: have the students feelings towards Native American Music Changed * Play the previous music and compare it to the Spokane music- How does it differ? * Interview with Sherman Alexie <https://www.youtube.com/watch?v=Io9vRHYMiFM> * Quik-write, what do you like or dislike about Sherman Alexie? – How does his personality come through in his writing?   W.9-10.1 |
| **Week 5** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian-* Identity** | ***The Absolutely True Diary of a Part-Time Indian*** | ***The Absolutely True Diary of a Part-Time Indian*** |
| * *Chapter 22-25* * "One play can change your momentum forever" (25.226).- Analyze this quote and share with a partner – think-pare-share * Explain what this means in context with the text/ class discussion * Have students brainstorm a quote that defines them/ explains their life so far…   RL.9-10.6 | * *Chapter 26-27* * Research life quote and create visual display * Group share (quote) * Get caught up on reading   RL.9-10.10 | * Review identity * Write a One pager- What are some experiences that help shape Arnolds Identity? * Create a collage or drawing that represent your identity.   RL.9-10.2 | * Chapter 28-30 * Pull out students created questions- asked them aloud to he class. Did the novel answer all the questions? * Have the students do a quick write- was there anything they liked, disliked, or would change about the novel * Share as a feather circle   RL.9-10.4 | * Quick-write, how do you feel? * Were you satisfied with the ending (class discussion) * Write an alternate ending! Share with Group   RL.9-10.4 |
| **Week 6** | **Writing Assignment: *The Absolutely True Diary of a Part-Time Indian*** | **Writing Assignment: *The Absolutely True Diary of a Part-Time Indian*** | **Writing Assignment: *The Absolutely True Diary of a Part-Time Indian*** | **Writing Assignment: *The Absolutely True Diary of a Part-Time Indian*** | **Informal Assessment *The Absolutely True Diary of a Part-Time Indian*** |
| * Introduce Writing Assignment * Brainstorm Activity in groups * Find important quotes and information | * Begin rough draft * Day for Questions and catch up   W.9-10.5 | * Peer editing for rough draft of essay/make comment and revise   W.9-10.5 | * Library Day to type final paper | * Essay due * Introduce Alternative Book Report * Brainstorm * Create Notes/Ask Questions   RL.9-10.4 |
| **Week 7** | **Informal Assessment *The Absolutely True Diary of a Part-Time Indian*** | **Informal Assessment *The Absolutely True Diary of a Part-Time Indian*** | **Informal Assessment *The Absolutely True Diary of a Part-Time Indian*** | **Informal Assessment *The Absolutely True Diary of a Part-Time Indian*** | **Informal Assessment *The Absolutely True Diary of a Part-Time Indian*** |
| * Work on ABR   W.9-10.1 | * Student Teacher conferences over ABR * Finish Final touches on ABR   W.9-10.5 | * Class Presentations to correct any presentation mistakes/revisions   SL.9-10.4 | * Final, Final, Final Draft Due * Begin setting up for coffee house | * Coffee House   SL.9-10.4 |
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